Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Art and Design Practice

L1/2

Specification

Qualification No: 603/7056/7 *First teaching from September 2022*

Issue 3

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a BTEC, learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the art and design practice sector

The skills developed through an education in art and design are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019, and has grown by 7.4% since 2017, a rate of growth five times that of the overall UK economy.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 31, 32
The statement at the end of the page 'Learners must achieve a minimum of Level 1 Pass grade in Component 2 to be eligible for a qualification grade' has been deleted as this is no longer the case.	Page 38

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 29, 31
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 47

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1 Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice (603/7056/7) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating art and design work as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of art and design practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression opportunities available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and skills in the following areas:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- process that underpins effective ways of working in the creative industries such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication.

This Tech Award complements the learning in GCSE programmes such as the GCSE in Design and Technology, through developing and applying art and design practice skills to commercial opportunities. This enables learners to apply knowledge and skills in a practical way through project work, such as developing ideas and creating art and design outcomes for specific audiences.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in art and design areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

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2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve both components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Creative Practice in Art and Design	**72**	**1/2**	Internal
2	Responding to a Brief	**48**	**1/2**	External synoptic

The two components focus on the assessment of applied knowledge, skills and practices. These are essential to developing a basis for progression and therefore learners need to achieve both components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The two components in the qualification give learners the opportunity to develop broad knowledge and understanding of the art and design sector, and relevant skills such as research, problem solving, communication and practical skills at Levels 1 and 2.

Internal assessment – externally moderated

Component 1 is assessed through non-exam internal assessment. The non-exam internal assessment for this component has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The component focuses on:

- the development of core knowledge and understanding of a range of art and design work and practice, and the key features that contribute to them, such as practitioners' processes, skills and techniques
- the development and application of skills, such as practical skills, communication and project management
- reflective practice through the development of skills and techniques that allow learners to respond to feedback, testing and evaluation, identifying areas for improvement.

Non-exam internal assessment is delivered through a Pearson-set Assignment. This assignment is set by Pearson, marked by the centre and moderated by Pearson.

For component 1, a new assignment is released each year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the academic year of release; centres must ensure that they are using the current year's assignment to assess their learners. Centres must use the assignment for summative assessments and the assignment must be completed under supervised conditions.

Centres will mark the completed assignment using the descriptors in the marking grid given for the component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity over 15 working days for learners to improve evidence and resubmit for internal assessment.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in the following academic year using the new Pearson-set Assignment released for that academic year. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Creative Practice in Art and Design	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 20 hours of supervised assessment. 84 marks.	**May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 2, which provides the synoptic assessment for the qualification. Component 2 builds directly on Component 1 and enables learning to be brought together and related to a real-life scenario.

Component 2: Responding to a Brief requires learners to select and integrate learning from across the qualification, including generating ideas and developing art and design skills and techniques in response to a brief and stimulus, and developing a portfolio and final response for a specified audience.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of set task	Assessment
Component 2: Responding to a Brief	Task set and marked by Pearson, completed under supervised conditions. Learners will be given a brief to which they respond with art or design work and produce a portfolio. The supervised assessment is a maximum of 20 hours and can be arranged over a number of sessions in a 12-week period timetabled by Pearson. 60 marks.	**May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of Reasonable Adjustment. For information on Reasonable Adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

The non-exam internally assessed component is assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

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3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory; however, some mandatory content statements may include examples, denoted as 'e.g.' or 'such as'. Content following these statements shows indicative content within a topic and is not mandatory, nor is it an exhaustive list of what should or could be covered. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country in which you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.

Section	Explanation
Component assignment	This gives a description of the assignment for the component and how it should be delivered.
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.

Component 1: Creative Practice in Art and Design

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 72

Component in brief

Learners will investigate art and design practice to inform the generation and communication of ideas, and will develop practical skills through exploration of specialist materials, techniques and processes.

Introduction

Effective ideas in art and design are developed through practical research and investigation. Artists and designers can generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes. Practitioners develop and improve their practical skills through testing and reviewing their application of materials, techniques and processes.

In this component, you will develop practical research and investigation skills which will enable you to gain an understanding of how artists and designers produce work for a specific purpose. You will then apply practical ideas-generation techniques and learn how to visualise and record your ideas in different ways. You will develop practical art and design skills and explore techniques in order to communicate your creative intentions. You will have the opportunity to work across a range of media used in art and design practice. Taking part in workshops and classes, you will develop and practise skills with materials, techniques and processes. Throughout your skills development, you will review your progress and consider how you can make improvements. You will then learn how to communicate your progress and outcomes to show your skills development.

The ability to learn and apply new research, investigation and practical skills through a process of development, reflection and refinement is highly valued in the creative industries. This component will help you to progress to a range of Level 2 or Level 3 vocational or academic qualifications. The component will also enable you to develop transferable skills, such as organisation, time management and communication, in preparation for further study and employment.

Learning outcomes

A Use investigation and experimentation processes in art and design practice

B Generate and communicate art and design ideas

C Develop practical skills through application and review

D Record and communicate skills development.

Teaching content

Learning outcome A: Use investigation and experimentation processes in art and design practice

Learners will research a range of practitioners, using primary and secondary sources. They will develop their understanding of art and design practice through investigation and experimentation, exploring how practitioners use materials, techniques and processes to find creative solutions and communicate with audiences.

A1 Investigating art and design practice

- The use of research to develop understanding of art and design practice, including:
  - existing art and design work, e.g. materials, processes and techniques, intention/purpose, significance
  - historic and contemporary practitioners and associated working practices
  - audience needs, e.g. tastes, trends, hobbies, habits, lifestyles, social groups and behaviours
  - understanding others' experiences
  - identifying creative problems
  - identifying common themes and approaches
  - identifying attributes or unique selling points (USPs) that make work stand out.
- Research sources for investigation:
  - primary sources, e.g. artefacts, products, events, galleries and museums, locations and spaces, speaking to artists and designers, practical workshops, lectures, product testing, interviews, survey, role play, observation, simulation
  - secondary sources, e.g. the internet, books, journals, magazines, market data.
- Art and design investigation methods relevant to a specialist area, such as:
  - recording through drawing, photography, writing, collecting
  - sensory interaction through looking, listening, feeling texture, form, weight, physically testing proportion, ergonomics, practicality
  - reading, discussing, note taking and using art and design terminology.

A2 Experimenting with art and design practice

- Exploring art and design media, materials, techniques and processes:
  - formal elements, e.g. line, tone, shape, form, pattern, texture, colour, space
  - design principles: balance, emphasis, movement, pattern, repetition, proportion, variety
  - frame and composition, e.g. rule of thirds, golden ratio, grids, perspective, direction
  - properties of materials, e.g. commercial, functional, sustainable, traditional, ready-made objects, synthetic, organic/natural
  - techniques and processes: traditional, digital, experimental.
- Responding to the work of others practically:
  - exploring similar materials, techniques and processes
  - working in a similar style, e.g. abstract, figurative, experimental, functional, decorative, commercial, traditional, contemporary, multicultural
  - exploring related themes or concepts.

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Learning outcome B: Generate and communicate art and design ideas

Learners will explore and develop a range of experimental and imaginative ideas, applying research and practical investigation to visually communicate ideas.

B1 Generating ideas for art and design work

- Generating ideas to solve creative problems:
  - formal methods, e.g. brainstorming, mind mapping, mood boards, rapid prototyping
  - visual methods, e.g. reduction, addition, distortion, repetition, duplication, juxtaposition, copying, tracing, rearranging
  - experimental problem-solving methods, e.g. word play, challenging assumptions, thinking in reverse, expressing ideas in different media (pictures, writing, role play, presentation), group work and collaboration, '5 whys' approach.
  - investigating ways that others have solved similar creative problems.
- Informing ideas:
  - identifying creative problems
  - reflecting on audience needs
  - reflecting on how others have solved similar creative problems.

B2 Visually communicate art and design ideas

- The use of techniques to communicate ideas and intentions:
  - presenting inspirational sources that are relevant to intentions, e.g. image collection, information about theme, similar work, swatches, samples
  - visualising intentions using appropriate formats, e.g. mood boards, colour palettes, mind maps, sketching, annotations, outlines, wireframes
  - visualising initial ideas in appropriate forms, e.g. rough, tests, maquettes, sketches, models, collages, samples, draft work, storyboards
  - supporting visuals with information, e.g. diagrams, annotations, explanations.

Learning outcome C: Develop practical skills through application and review

Learners will develop practical skills through exploration of materials, techniques and processes. They will practise and review these skills relevant to their own creative intentions in order to develop and improve their work.

C1 Practical skills development

- Applying health and safety practice such as:
  - work and protective wear, tidy workspaces, safe practice with materials and tools, following rules and regulations, protecting the environment.
- Exploring materials relevant to own creative intentions, such as:
  - media, e.g. clay, glass, fabric, wood, plastic, stone, metal, paper, board, foam, plaster, photosensitive materials, ready-made objects, paint, ink, charcoal, graphite, pastel, dye, wax, digital media
  - connections, e.g. glue, nail, screw, bolt, string, wire, cable tie, stitch, fusing, joint, folding, zip, button
  - surfaces, e.g. paper types, card, canvas, glass, plastic, fabric, metal, digital screen, laminate, package, drape.

- Developing skills through traditional, digital or experimental specialist materials and techniques in one or more of the following areas relevant to own creative intentions:
  - 3D and product techniques such as:
    - making, e.g. applying, machining, lathing, constructing, sculpting, carving, modelling, assemblage
    - fabricating, e.g. joining, connecting, soldering, welding
    - shaping and forming, e.g. casting, hot and cold forming, extrusion, injection moulding, bending, compression moulding, blow moulding, vacuum forming, laminating
    - three-dimensional forming, throwing, firing
    - surface, e.g. glazing, surface decoration and texturising
    - technology, e.g. rapid prototyping, CAD, CAM
    - batch production, e.g. jig, former, template, pattern, mould
  - digital and graphic techniques such as:
    - image software, e.g. image manipulation, vectors, rasters, illustrations, layers, effects
    - print, e.g. mono, silkscreen, intaglio, relief
    - photography, e.g. lighting, staging, filters, aperture, shutter speed, image quality, focal point, metering
    - design, e.g. type, font, layout, continuity, readability, negative space
    - interactive, e.g. interface, navigation, menu, levels, usability, code
  - fashion and textile techniques such as:
    - wearables, e.g. garment construction, pattern cutting, adornment, illustration, hand and machine stitching, lining, joining, lay planning
    - textiles, e.g. print, weave, knit, stitch, pleat, fold, appliqué, pattern, constructed textiles, digital textiles, resist and applied dye, embellishment, padding, collage, assemblage, fusing, bonding, pressing, patchwork, quilting, embroidery
    - print, e.g. mono, silkscreen, relief, digital, lino-cut, transfer, wood-cut, bleaching
    - finishing, e.g. raising, bleaching, polishing
    - modelling and prototyping, e.g. toiles, CAD, 2D/3D
  - drawing and mark-making techniques such as:
    - technique, e.g. descriptive or expressive mark-making, use of surfaces, dry brush, sgraffito, underpainting, wet on wet, blocking in, glazing, outlining
    - manipulation, e.g. applying, removing, blending, overlaying, mixing
    - format, e.g. sketch, outline, diagram, perspective, map, grid, shape, silhouette, wireframe, storyboard, thumbnail, doodle.

C2 Improving work through development and review

- Applying industry development approaches relevant to work:
  - 3D and product, e.g. visualisation, mock-up, working prototype, final prototype
  - digital and graphic, e.g. visualisation, digitising, information organisation/layout, testing on stock/screen, outputting
  - fashion and textiles, e.g. illustrations, pattern designing/cutting, samples, toiles, constructing, finishing, live models, adjustments
  - photography, e.g. planning, studio/location, lighting, staging/documentary, editing/manipulation, printing, outputting
  - illustration, e.g. observation, rough/sketch/drafting, sampling, creating, editions, retouching.

- Using ongoing review and practise of skills for development and refinement such as:
  - learning from mistakes through trial and error
  - considering the craftsmanship of outcomes, e.g. finish, impact, visual interest, function, clarity, simplicity
  - identifying strengths and development needs and setting targets for future improvement
  - responding positively to feedback from others, such as teachers, instructors, peers, critiques, blogs, social networks.
- Improvement of skills through:
  - testing different techniques for different purposes
  - combining materials, techniques and processes
  - making incremental adjustments to draft work or prototypes.

Learning outcome D: Record and communicate skills development

Learners will use methods of recording to document and communicate the development of their skills and creative work.

D1 Recording own work and processes

- Documenting and staying organised:
  - formats for work, e.g. folders, sketchbooks, worksheets, website, blog, journal, logbook
  - keeping records of activities and processes using appropriate methods, e.g. photography, scanning, annotation, samples
  - looking after own work through safekeeping and storage.

D2 Communicating development of skills and work

- Exploring different methods of communication, such as:
  - digital or traditional portfolios
  - design boards, pitches or presentations
  - books, journals and magazines.
- Considering presentation, such as:
  - clear and organised approaches to communicating
  - key points in the process are referenced and in a logical order
  - images are clear and show qualities of work
  - writing is clear and supports visual work
  - layout and composition of pages or worksheets are clear
  - use of organising details such as lines, titles, colours, layout or fonts to emphasise key points.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of ideas generation and the development of practical skills in art and design. The content of this component covers all the stages of the creative process from initial research and investigation through to the development of ideas and the creation of practical outcomes. The content can be delivered through a variety of projects and workshops to explore and practise skills before undertaking the Pearson-set Assignment.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will undertake a thorough investigation into a theme to inform work.
- In response to Task 2, based on the investigation, learners will use different methods to generate a range of ideas in response to the brief.
- In response to Task 3, learners will explore and experiment with a wide range of materials, techniques, processes and creative solutions to develop and refine work and produce outcomes.
- In response to Task 4, learners will select and organise work from their project to produce a portfolio or collection of work that communicates their creative process and outcome(s).

The assignment will take approximately 20 supervised hours to complete.

In response to the tasks in the assignment, learners will use research methods and experimentation to generate ideas, apply practical skills to develop work, and record and communicate the development process and outcome(s).

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in November of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for the assignment using the marking grid below. Before making assessment decisions, you should refer to the guidance on using the marking grid given in *Section 5: Non-exam internal assessment.* A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment.*

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Marking grid

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Use investigation and experimentation processes in art and design practice				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited application of investigation methods using superficially relevant primary and secondary sources. Practical responses to the work of others, showing basic understanding of how they communicate visually,	Adequate application of sufficient investigation methods using some relevant primary and secondary sources. Practical responses to the work of others, showing adequate understanding of how they communicate visually.	Competent application of appropriate investigation methods using mostly relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually.	Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited use of practical experimentation showing a tentative awareness of how art and design, materials, techniques and processes can be used to communicate.	Adequate use of practical experimentation showing some awareness of how art and design, materials, techniques and processes can be used to communicate.	Competent use of practical experimentation showing a clear understanding of how art and design materials, techniques and processes can be used to communicate.	Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome B: Generate and communicate art and design ideas				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited generation, recording and communication of ideas that are superficially informed by investigation, showing basic exploration of limited creative opportunities in relation to the brief.	Adequate generation, recording and communication of ideas that are partially informed by investigation, showing sufficient exploration of some creative opportunities in relation to the brief.	Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.	Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief.
Learning outcome C: Develop practical skills through application and review				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Selection of materials, techniques and processes shows limited consideration and has superficial relevance to creative intentions.	Adequate and partially informed selection of materials, techniques and processes that have some relevance to creative intentions.	Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions.	Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Adequate practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes.

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Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic application of development and review processes leading to limited refinement of work and achievement of intentions in response to the brief.	Adequate application of development and review processes leading to sufficient refinement of work and achievement of intentions in response to the brief.	Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief.	Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief.
Learning outcome D: Record and communicate skills development				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Presentation is inconsistent, showing limited consideration of how to communicate the strengths and qualities of their work.	Presentation is partially coherent, showing sufficient consideration of how to communicate the strengths and qualities of their work.	Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.	Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- an art and design studio
- a range of art and design materials relevant to disciplines being covered, with respective safety equipment
- storage facilities for drying and keeping work safe
- a library and/or internet resources to carry out underpinning research
- an internet connection and digital resources, including cameras and printers if required.

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Component 2: Responding to a Brief

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will develop and produce art and design work in response to a creative brief.

Introduction

Artists and designers respond to briefs to produce outcomes. They continually think about the requirements of the brief and try alternative approaches during development. Once they have developed and created a response to the brief, they present their work.

In this component, you will interpret a creative brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way. You will ensure that the work meets the requirements of the brief by continually reviewing your work. Finally, you will present the work in an appropriate format, in order to communicate the development of your work and the final response.

This component will help you to progress to Level 2 or Level 3 vocational or academic qualifications that allow you to focus in more detail on your chosen area of art or design, such as Level 3 fashion, photography, graphics or 3D design craft pathways. The component will also enable you to develop transferable skills, such as organisation and communication skills, in preparation for further study and employment.

Summary of assessment

This external component assesses how learners can apply their research, ideas generation and practical skills within the constraints of a brief.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 20 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. First assessment is May 2024.

For assessment, learners will be given a brief that they will respond to by producing an art or design final response. Learners will work through a development stage, review their development process outlining their intentions, and make a final response. The development and final response will be presented in a portfolio.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate understanding of the requirements of a brief

AO2 Develop and produce a response to a brief

AO3 Present a response to a brief

Essential content

A Demonstrate understanding of the requirements of a brief

Looking at the brief as a creative challenge and producing a response to the demands and constraints of the brief.

A1 Interpreting a brief

- Understanding the brief, such as:
  - informing ideas through researching relevant work and inspiration
  - looking at relevant organisations and products
  - defining demands and constraints, e.g. style, function, purpose
  - defining the audience, e.g. age, race, gender, income, occupation, location
  - identifying the work that needs to be created and creative opportunities
  - planning, e.g. time, materials, tools, costs.

A2 Considering constraints and intentions

- Creative constraints, such as:
  - technical requirements of the final response, e.g. format, material, purpose
  - available materials and resources
  - feasibility of own ideas
  - standing out from similar work.
- Personal intentions:
  - personal skills development
  - building on own strengths.

B Develop and produce a response to a brief

B1 Working with the brief

- Organisation skills:
  - identifying priorities
  - setting targets
  - using planning tools and technology.
- Preparing for a project:
  - health and safety
  - checking resources and facilities are adequate
  - checking plans, measurements and methods
  - taking measures to safeguard work and having a contingency, e.g. backing up data, anticipating issues, creating multiples, planning alternatives.

B2 Applying a creative process through different disciplines

- Applying industry approaches relevant to a project:
  - 3D and product, e.g. visualisation, mock-up, working prototype, final prototype
  - digital and graphic, e.g. visualisation, digitising, information organisation/layout, testing on stock/screen, outputting
  - fashion and textiles, e.g. illustration, pattern design/cut, sample, toile, construct, finishing, live model, adjustment
  - photography, e.g. planning, studio/location, lighting, staging/documentary, editing/manipulation, printing, outputting

  - illustration, e.g. observation, rough/sketch/drafting, sampling, creating, edition, retouching.
- Consider constraints of the brief by:
  - working within the constraints of the brief
  - selecting the most appropriate tests in relation to the brief
  - using suitable materials and techniques for the audience
  - addressing quality issues, e.g. technical, finish, function.

C Present a response to a brief

C1 Reviewing work based on requirements of the brief

- Review:
  - fitness for purpose, e.g. clarity of message, ease of use, accessibility, appropriateness
  - audience expectation, e.g. what the audience expects in comparison to the quality of the actual work
  - how well work relates to the audience, e.g. materials, techniques and processes.

C2 Presenting own work

- Presenting development and final response in a portfolio:
  - digitising work through photography or scanning and software
  - showing key stages of the project, e.g. initial ideas, materials and techniques tests, review stages, final response
  - stages of refinement using images and/or annotation
  - presentation, e.g. structure, layout, organisation, style, clarity.
- Presenting intentions through images and annotation, such as:
  - changes in direction
  - creative decisions
  - management of constraints
  - justifying changes.
- Showing the final response, e.g. details, different angles, details of texture and materials.

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Links to other components

The table below illustrates how knowledge, understanding and skills from Component 1 could be integrated into the delivery of Component 2. The skills support learners in making a synoptic response.

Component	Learning from the component that could be integrated in the assessment response to Component 2
Component 1	All areas of knowledge, understanding and skills will contribute to the learning and assessment in this component.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English, mathematics or science to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of practitioners' work; the skills developed in calculating and approximating dimensions and material quantities can also be applied when communicating creative intentions.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example researching, planning, problem solving and communicating, as well as the more general skills needed in work that fit well with project-based learning, such as teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there is one non-exam internally-assessed component, which will be assessed through a Pearson-set Assignment.

This assignment is set by Pearson and is a summative assessment, which means there is a distinct period of assessment that is separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that the assignment is being used to formally assess their performance against the learning outcomes.

The Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within the assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

A new Pearson-set Assignment is released in November each year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the academic year of release; you must ensure that you are using the current year's assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to explain to learners how the assignment is used for assessment, how it relates to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. You should also explain the approach to operating assessment, such as how learners must submit work and request extensions.

The Pearson-set Assignment must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for the component for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

The non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignment and will give you a good indication of how the assessment will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment; however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit' approach to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains 'traits' that provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of the internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in the following academic year using the new Pearson-set Assignment released for that academic year. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There is one annual moderation window from May; the first moderation window for this qualification is 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadline. More details are provided in the *Administrative Support Guide*.

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6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in the qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 2 sets out the specific arrangements for the external assessment. External assessment includes a preparatory period prior to a 20-hour assessment, including 8 hours of informal supervision and 12 hours of formal supervision, taken over a 12-week period. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available in May/June from 2024 onwards.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **medium control**
  this is the completion of assessment, usually over a longer period of time, which may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

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8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into Uniform Marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a qualification grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for both components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 2, in their final series, i.e. the one in which a final award is claimed. Component 1 can be completed prior to or in the same academic year as Component 2.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of Uniform Marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the two components.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one year will receive the same uniform mark as a learner achieving that same component grade the following year, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Component 1

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Component 2

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 80	64	56	48	40	32	24

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–23.

Qualification level results: the minimum uniform marks required for each grade

Qualification grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 200	180	160	140	120	100	80	60

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–59.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable Adjustments for assessment

A Reasonable Adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special Consideration

Special Consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate Special Consideration in line with our policy (see previous paragraph). You can provide Special Consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for Special Consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what types of arrangements are in place for them.

Granting Reasonable Adjustments

For external assessment, a Reasonable Adjustment is one that we agree to make for an individual learner. A Reasonable Adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special Consideration requests

Special Consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give Special Consideration. Further information can be found in the special requirements section on our website.

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Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments.
- disqualification from the qualification.
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service.
- Teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed component and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Cohesive	All elements are thoughtfully linked to form a unified outcome/response.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge or skill to do something successfully.

Term	Definition
Complete	Include the required information.
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands, or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.

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Term	Definition
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.
Inaccurate	Work produced incompetently, unfit for purpose with errors.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/ context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/ examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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